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ABSTRACT

Race relations in desegregated settings is the subject of this training module. It guides trainers through the activities and lessons necessary to teach school personnel key issues regarding interpersonal race relations in the desegregated setting, and offers suggestions on how to handle these relationships effectively. Nine activities are described and materials, including nine transparency masters and seven handouts, are contained within the module. Goals for the participants are the following: (1) to establish an appropriate context for examining race relations in the desegregated setting; (2) to become familiar with important race relation terms in a desegregated setting; (3) to analyze examples of racism or other forms of discrimination; and (4) to apply a process for dispelling rumors and myths which affect good race relations in the desegregated setting. The suggested time for completion of the module is 3 hours. Eight more training modules and three technical assistance modules related to desegregation and equity are available. (VM)

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TRAINING MODULE IX

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It's a Matter of Race: Race Relations in the Desegregated Setting

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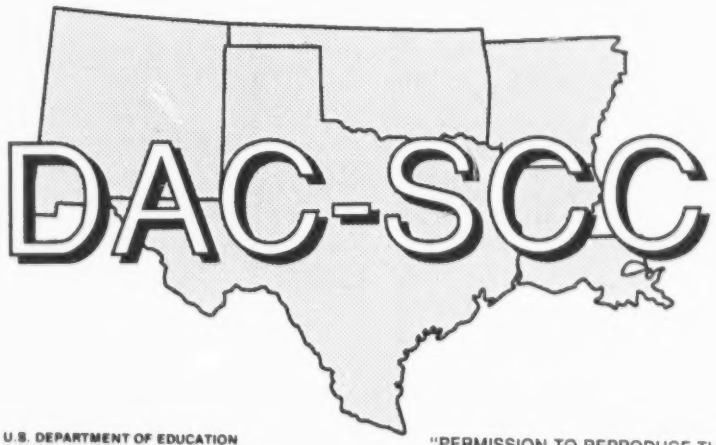

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Training Module IX: Race Desegregation

It's A Matter of Race: Race Relations in the Desegregated Setting

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1988

F O R E W O R D

The Desegregation Assistance Center - South Central Collaborative of Region VI, located in San Antonio, Texas, serves the educational equity needs of school personnel, parents and students in a five-state area: Arkansas, Louisiana, Oklahoma, New Mexico, and Texas.

The technical assistance and training that our center provides focuses on the issues and problems related to race desegregation, gender equity and national origin desegregation. This task is great, the needs are diverse, and the geographic area is extensive. Thus, we are pleased to have developed twelve technical assistance and training modules (four in each equity area) that are intended to build the capacity of school personnel to address their own needs.

We wish to acknowledge the excellent collaboration and contributions of our satellite center at the University of New Mexico-Albuquerque, in the development of these modules.

Each module is complete with objectives, pre/post-tests, activities to help participants meet each objective, readings, handouts, and transparency masters. The modules have undergone a rigorous review process by experts in each state in our service area. Their comments and contributions have been carefully incorporated into the final modules. The modules are:

<u>Technical Assistance Modules</u>

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

<u>Training Modules</u>

I First and Second Language Acquisition Processes

II Integrating the ESL Student into the Content Area Classroom

III Recognizing Cultural Differences in the Classroom

IV Sex Stereotyping and Bias: Their Origin and Effects

V Modeling Equitable Behavior in the Classroom

VI Avoiding Sex Bias in Counseling

VII Equity in Counseling and Advising Students: Keeping Options Open

VIII Interpersonal Communications: A Human Relations Practicum

IX It's a Matter of Race: Race Relations in the Desegregated Setting

We have attempted to bring you the most up-to-date information in these modules. They are available individually ($7.50 each) or as an entire series ($75.00). A "Trainer of Trainers" session can also be arranged to enhance the capacity of your own personnel to use these modules effectively.

Breaking down the barriers to equal educational opportunity is a critical step towards educational excellence, equity and empowerment for all students. We hope these modules will expedite that effort.

Gloria Zamora, Ph.D.
Director, DAC-SCC

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Training Module IX: Race Desegregation

It's A Matter of Race: Race Relations in the Desegregated Setting

Summary: This module familiarizes the participants with key issues regarding interpersonal race relationships in the desegregated setting, and offers suggestions on how to handle these relationships effectively.

Length of session: 3 hours

Objectives:

1. Participants will establish an appropriate context for examining race relations in the desegregated setting.
2. Participants will become familiar with important race relation terms in a desegregated setting.
3. Participants will analyze examples of racism or other forms of discrimination.
4. Participants will apply a process for dispelling rumors and myths which affect good race relations in the desegregated setting.

Overview of Session:

Time	Objective	Activity	Materials
15 minutes		Warm-up	Handout 1
5 minutes		Pre-test (optional)	Pre-test
40 minutes	Objective 1	Lecture	Transparencies (1-6)
30 minutes	Objective 2	Small Group Activity	Handouts (2-3)
15 minutes		Break	
30 minutes	Objective 3	Small Group Activity	Handouts (4-5)
25 minutes	Objective 4	Small Group Activity	Handout 6
10 minutes		Post-test (optional)	Post-test
5 minutes		Closure	
5 minutes		Evaluation	

Warm-up

Time: 15 minutes

Materials:

Handout 1. What's In A Word.

Process:

(Distribute Handout 1)

Allow three minutes for the participants to individually complete parts 1 and 2 of the handout.

Form groups of 5 or 6 people and ask the groups to complete parts 3 and 4 of the handout together.

After 10 minutes, ask each group to share their definitions and examples. It may be necessary to clarify some of the thinking, however, do not labor the point at this time. You will be able to define desegregation terminology later.

Explain that this activity is simply designed to give you and them an indication of what they already know and understand. Emphasize that by the end of the workshop, the participants will understand with greater depth and clarity critical aspects of race relations and desegregation.

Pre-test (Optional)

Time: 10 minutes

Materials:

Pre-test

Answer key

1.	a	-	All individuals have predilections and make choices upon them. Just as the individual tends to prefer his/her culture, he/she tends first to prefer people who are like him/her in thinking, feeling, and acting.
2.	d	-	Discrimination is prejudice in action. Individuals can and do discriminate or exclude others who are not like them.
3.	False	-	Race is only an anthropological term used to categorize humanity. It does absolutely nothing to describe intelligence or capacity to behave in certain ways, although the racist would like to believe it does.
4.	False	-	A stereotype is a mental category based upon exaggerated and inaccurate generalizations.
5.	False	-	Accurate characterizations of social groups are called sociotypes.
6.	False	-	The distribution of money and resources between minority and majority groups does not cause equality to happen.
7.	False	-	Every act of racism <u>is</u> an act of discrimination. However, the reverse <u>is not</u> true. People may be discriminated against for many reasons including; age, gender, socioeconomic status, handicapping condition, etc.
8.	True	-	Equality means giving everyone the exact same chance or opportunity. It does not recognize that different people have different needs. Equity means giving everyone opportunities based upon their needs. It recognizes that different people have different needs and that some people need more of an opportunity just to be equal to others.
9.	True	-	Desegregation is the process of assigning students to create racial balance. Integration is everything that happens <u>after</u> racial balance is achieved. It involves modifying the school to provide high quality educational and social experiences for all students regardless of race, color, or national origin.
10.	False	-	The major outcome of desegregation should be to increase interracial understanding and respect and to help students to interact positively with people of all races and cultures.

Pre/Post-Test

Name _____ Date_____

Circle the correct letter or identify the following statements as true or false.

1. An individual preference for one culture, skin color, or language as opposed to another is called:

   a. Predilection
   b. Prejudice
   c. Racism
   d. Discrimination

2. The act of exclusion prompted by prejudice is called:

   a. Predilection
   b. Prejudice
   c. Racism
   d. Discrimination

True False 3. Race is a concept that holds that physical attributes determine the social behavior and intelligence of a group.

True False 4. A mental category that is based upon exaggerated and inaccurate generalization about a group is a sociotype.

True False 5. Accurate characterizations of social groups are called ethnic groups.

True False 6. One of the goals of desegregation is to ensure that money and other resources are spreadout equally between minority and majority groups.

True False 7. Every act of racism is an act of discrimination and vice versa.

True False 8. Equality and equity are not synonymous terms.

True False 9. Integration follows desegregation if the process is to work effectively.

True False 10. A major outcome of desegregation is to help minority students assimilate into the majority culture.

Objective 1: Participants will establish an appropriate context for examining race relations in the desegregated setting.

Time: 20 minutes

Materials:

Transparencies:

1. Race/Racism
2. Ethnic Group/Minority Group
3. Goals of Desegregation
4. Desegregation: Four Possible Responses
5. Factors that influence Race Relations in Desegregated Schools.
6. Key Characteristics of Effective Desegregated Schools
7. Key Characteristics of Effective Desegregated Schools
8. Key Characteristics of Effective Desegregated Schools

Handout

2. Factors That Influence Race Relations in Desegregated Schools

Lecturette:

(Display Transparency 1)

What Is Meant by "Race"?

Race is an anthropological concept used to divide humankind into categories based on physical characteristics of size and shape of the head, eyes, ears, lips, and nose, and the color of skin and eyes. Following the eighteenth-century trend among European scientists to classify all living things, J.F. Blumenback first identified five racial types that have lasted: Negroid, Caucasoid, Mongoloid, Malayan, and American Indian.

What Is Racism?

Racism is the belief that one's own race is superior to another. This belief is based on the erroneous assumption that physical attributes of a racial group determine their social behavior as well as their psychological and intellectual characteristics. A racist, therefore, is an individual who believes that members of another race are inferior because of their physical traits. The racist further believes that a person's behavior , morality, and intellectual qualities are shaped by these physical traits. Ultimately, the racist believes this inferiority is a legitimate basis for inferior social treatment. Racism also involves institutions. Institutional racism consists of "those established laws, customs, and practices which systematically reflect and produce racial inequalities in American society."

The terms *race* and *racism* are closely related and are often misunderstood. Some people mistakenly believe that simply recognizing a

person's race is racist. Sometimes teachers say, "I love *all* of my children. I don't even know what what color they are." Given social reality, to be unaware of a student's race is being dishonest. Don't we notice whether a student is male or female -- has blue eyes or brown? Granted, we cannot always know if a student is Black or White or Indian, but where race is obvious why not recognize the fact? It is only when we lower our expectations, accept stereotypes, or discriminate that racial identity can conjure up negative attitudes and behaviors. The recognition of physical racial differences does not mean racism.

(Display Transparency 2)

What Is An Ethnic Group?

Ethnic group is defined as *a group of people within a larger society that is socially distinguished or set apart, by others and/or by itself, primarily on the basis of racial and/or cultural characteristics,* such as religion, language, and tradition. The central factor is the notion of set-apartness; the distinctiveness may be based on either physical or cultural attributes, or both. Ethnicity applies to everyone; people differ in their sense of ethnic identity. Everyone, however, has an ethnic group. All Americans are members of an ethnic group, since each of us belongs to a group which shares a sense of peoplehood, values, behaviors, patterns, and cultural traits which differ from those of other groups.

When Is An Ethnic Group A Minority Group?

From a sociological perspective, whether or not an ethnic group is also a minority group depends on whether or not it holds a subordinate status in the society. Louis Wirth defined minority group in terms of subordinate position, as "a group of people who, because of their physical or cultural characteristics, are singled out from others in the society in which they live for differential and unequal treatment and who therefore regard themselves as objects of collective discrimination."

The label *minority group* is confusing. Many individuals prefer not to be labeled a "Minority." The term connotes inferior or lesser status vis-á-vis the majority.

(Display Transparency 3)

There are four major goals of desegregation. They are:

1. To end or substantially reduce racial isolation in schools;

2. To increase racial understanding and respect through a willingness to interact together among children and adults of all races;

3. To improve academic performance of low achievers; and

4. To increase social equality for minorities through access to quality education which leads to better jobs, and higher incomes.

The preeminent social goal of school desegregation is improved race relations. This is not to say that desegregation inevitably leads to improved relations among different races, only that it creates the opportunity for improvement to occur.

It is important to note that this improved understanding does not just happen, but must be planned for through cross-racial interaction in the classroom and throughout every aspect of school life. Goal #2 is a good working definition for race relations.

(Display Transparency 4)

There are at least four possible ways schools can respond to school desegregation: business-as-usual, assimilation, pluralistic coexistence, and integrated pluralism.

1. Business-as-usual

These interracial schools maintain the same basic curriculum, the same academic standards, and the same teaching methods that prevailed under segregation. Furthermore, they enforce the same behavioral standards, expouse the same values, and apply the same sanctions to student offenses. In short, the schools do not perceive themselves as having to adjust their traditional practices in order to handle the new student body. Rather, the students are expected to adjust to the school.

2. Assimilation

The assimilationist ideology holds that integration will have been achieved when the minority group can no longer be differentiated from the white majority in terms of economic status, education, or access to social institutions and their benefits. This will be accomplished by fostering a "color-blind" attitude where prejudice once reigned . . . and by imparting to minority persons the skills and value orientations which will enable them to take their place in the currently white-dominated social structure . . . . No significant change is anticipated since the newly assimilated minority individuals will be attitudinally and behaviorally indistinguishable from the majority. Stated in its baldest form, the assimilationist charge to the schools is to make minority children more like white children. Those who do not assimilate are resegregated, drop out, or are suspended or expelled.

Schools that desegregate with the business-as-usual or assimilation response appear similar. The subtle difference is that under the assimilation response a conscious decision has been made by the host school about expectations for new students. Business-as-usual schools proceed as they have in the past and, perhaps unconsciously, expect all new students to fit in.

3. Pluralistic Coexistence

Pluralistic coexistence is based on separation of different racial or ethnic groups. Students are allowed to maintain different styles and values, but within a school environment comprised of separate turfs for different racial groups. Typically, there are different schools within a school, and little or no attempt is made to encourage students to mix.

One such school tolerated almost complete informal resegregation of the students, to the point where there were consider to be "two schools within a school." The school's annex, for example, became known as a black area, or the "recreational study hall," while the library served as the white area, or the "non-recreational study hall."

4. Integrated Pluralism

In contrast with these three responses to school desegregation, integrated pluralism actively seeks to avoid resegregation of students. It recognizes the diverse racial and ethnic groups in our society and does not denigrate them just because they deviate from the white middle class patterns of behavior. Integrated pluralism affirms the equal value of the school's various ethnic groups, encouraging their participation, not on majority-defined terms, but in an evolving system which reflects the contributions of all groups. Integrated pluralism takes an activist stance in trying to foster interaction between different groups of students rather than accepting resegregation as either desirable or inevitable.

Research on the characteristics of effective integrated schools shows that a policy consistent with integrated pluralism has the best potential for encouraging good race relations, academic achievement, and personal development among students.

(Display Transparency 5)

There are factors which must not be overlooked as students become involved in desegregated settings. These factors influence the quality of race relations in a given school and classroom.

(Distribute Handout 2)

1. <u>Student Characteristics</u>

A. Racial Composition

Student characteristics include such factors as the racial composition of each school and classroom. Is each classroom composed so that each racial group is represented in the same percentages as are their numbers throughout the district? Does every class have a <u>critical mass</u>? The critical mass is that

number of students necessary so that no student or racially identified group of students feels isolated, left out or overlooked. Research shows that the critical mass of any racial group should be between 20-35 percent of that group's representation throughout the district to avoid feelings of isolation, powerlessness, and alienation.

When only a few students of a given race are in a classroom and the learning needs and interests of that group are different from that of the predominant race, teachers may not be sensitive or professionally responsive to the differences. This problem, where it does exist, can presumably be overcome through teacher training and support.

B. Social Class Composition

There is no published research on the effects of socioeconomic status (SES) mix on race relations in desegregated schools. Research on racial attitudes (e.g., Nunn, Crockett and Williams, 1978) has found that less well-educated whites manifest more race prejudice than upper and middle class whites. Until more research is available, however, one should be skeptical of the popular wisdom that mixing minorities and lower SES whites invariably invites racial conflict. As Schofield (1980) points out, there are good theoretical reasons to believe that persons of similar backgrounds and achievement will feel more comfortable with each other than with persons different from themselves.

C. Gender of Students

The limited research that exists about how the gender composition of a school or classroom affects racial attitudes and behaviors (St. John and Lewis 1975) suggests that as the proportion of blacks as a minority in the school increases, (a) the popularity of black girls declines and (b) the popularity of black and white boys and white girls is either unaffected or increased. While the evidence is far from conclusive, this and other research suggests that minority girls especially may have difficult times in benefitting from desegregation (NORC, 1973; and Ziomek et al., 1980). Special efforts appear to be warranted to ensure the integration of girls in desegregated schools.

D. Age of Students Undergoing Desegregation

In summarizing the vast empirical work on the development of racial prejudice, Proshansky (1966) and Katz (1976) conclude that racial awareness and attitudes (a) appear at about three years of age in black and white children, (b) increase rapidly over the next several years; (c) are pretty well established by the time children enter first grade; and (d) are crystallized during the later years (i.e., around fifth grade). Since racial attitudes are acquired early and become harder to change as the child matures, researchers conclude the earlier the child is brought into contact with children of other races the better. In addition, in the early grades it is easier to create opportunities for interracial contact within classrooms than it is in the later grades where specialized

academic interests may make this more difficult. Thus one would expect the greatest improvement in race relations to occur among students who were desegregated at an early age.

2. Tracking and Ability Grouping

Ability grouping has been cited by educators as an important contributor of improvements in academic achievement. Many educators believe that effective education, at least for the most able students, requires that students be grouped by ability. When such grouping is more or less fixed with respect to curricula level and overtime, it is called tracking. For convenience, we will refer to ability grouping classrooms or schools as tracking, realizing that students, especially older students, may be ability grouped for some subjects (usually math and language art) and not grouped for others (art, music health, and physical education).

All researchers agree that stable forms of ability grouping and tracking reduce opportunities to improve race relations, even if they do not always preclude improvements. Koslin et al., (1972) shows that racially balanced schools are likely to have more positive race relations. Schofield and Sagar's case study suggest that even where students are tracked, race relations can improve over time in racially mixed schools when some contact is afforded. There is some evidence that tracking within schools retards the improvement of race relations but the evidence is clear only with respect to elementary schools (NORC, 1973; Slavin and Madden, 1979; and Schofield and Sagar, 1977). The basic point is that the improvement of race relations requires interracial contact.

It is important that teachers use flexible ability grouping where students can move freely among groups for the purposes of learning and to maintain intergroup contact. Tracking and inflexible grouping strategies (assignment of students to groups with no chance for movement and interracial contact outside that group) should definitely be avoided in order to overcome segregation.

3. Instructional Practices and Materials

Assigning students of different races to the same schools and classrooms will not ensure positive interracial contacts. There are a number of studies showing that students often tend to segregate themselves within interracial contexts (Schofield, 1980). Thus, desegregation will lead to improved race relations only if the educational process and related activities are structured to promote the achievement of that goal.

If instructional materials are not multicultural and ethnically enriched, and if teacher instructional practices benefit one social group over another, then they discriminate against one group over another. Teachers must be sensitive to the needs of all students in the classroom. They must work to ensure that learning materials are culturally relevant, sensitive to varying learning styles and inclusive in their approach.

In examining a broad range of things that might be done to foster better race relations in a larger sample of desegregated high schools, Slavin and Madden (1979), concluded that the most effective strategy was the assignment of black and white students to work together on class projects. This strategy has a particularly positive effect on whites.

There are a number of specific approaches to increasing interracial contact in the context of classroom instruction that have been found to improve both race relations and achievement. Four models that have been thoroughly tested are called Teams-Games-Tournament (DeVrdes and Slavin, 1978); Student Teams-Achievement Divisions (Slavin, 1978); Small Group Teaching (Sharan and Sharan, 1976); and Jigsaw (Aronson et al., 1978). These approaches, upon which there might be numerous variations, may be thought of as different types of "cooperative learning." Cooperative learning involves three aspects of the way learning is organized and rewarded (Slavin, 1978).

1. Student's rewards for performance are based on their contributions to the success of others and on improvements in their previous achievement.

2. Students work together in small groups, usually on well defined tasks.

3. Students are expected to take responsibility for their own learning and the learning of others, although teachers do not surrender their authority.

4. Nonacademic Interaction

Students should have the chance to interact with one another across racial lines through such practices as heterogeneous grouping, cooperative learning and team learning. Equally important, however, is that students also have a chance to interact across racial lines in extracurricular activities such as sports and clubs.

It seems safe to generalize from the findings on participation in athletics to participation in other extracurricular activities; that schools should facilitate good interracial contact outside as well as inside the classrooms. This may mean that students' interests and capabilities have to be developed early and recruitment should be concerted. This places particular importance on the provision of a range of student activities in elementary school or in other community or voluntary agencies that might support participation in extracurricular activities in junior and senior high schools. For example, school systems that do not provide string instruments instruction at early grades can expect high school orchestras to be predominantly white.

The importance of interaction to race relations extends beyond formal activities to informal play periods, lunchrooms, etc. Seating patterns in classes can affect the development of acquaintances and friends (Byrne, 1971) and the probabilities of interracial contact. In an in-depth study of schools funded by the

Emergency School Aid Act, Wellisch, Marcus, MacQueen and Duck (1976) found that segregated seating patterns in desegregated classrooms were less likely to have students mixing across racial lines during recess and lunch than classrooms with mixed seating patterns.

5. Roles of Principals and Teachers

A. Principal's Commitment and Leadership

There is virtually unanimous agreement among researchers that the effectiveness of school desegregation in achieving positive race relations is importantly affected by the actions of the principal (Noblit, 1979; Willie, 1973; Wellisch, et al., 1976; Schofield, 1977; Gottfredson and Daiger, 1979; Cohen, 1979; and Forehand, Ragosta and Rock, 1976). What is it that principals do? Among the actions that seem effective are:

1. They say desegregation and race relations are important and they say it often, publicly and with conviction.

2. They support teachers in their efforts to alter their behavior and manage their classrooms, and they prohibit teacher practices that would discourage good race relations.

3. They help draft and fairly administer rules of conduct for students and staff.

There are, of course, many other things principals can do. Given the centrality of the principal in shaping the effectiveness of desegregation, it is interesting--and disturbing--that principals participate in very little of the in-service training that is provided in desegregating school systems (King, et al., 1980). Many principals participate in part-time graduate work in their pursuit of an advanced career advancement and few schools of education offer courses that deal directly with school desegregation.

B. Teacher's Behavior Toward Students

There is some evidence that teacher prejudice and student prejudice are positively correlated, i.e., the more prejudiced the teacher, the more negative the racial attitudes of the student (Gerard, Jackson and Connolley, 1975; and Koslin, Koslin and Pargament, 1972). Other studies have found that this relationship is highly dependent upon the combination of the race of the teacher and the grade and race of the students (Forehand, Ragosta and Rock, 1976). Despite the complexity of this relationship, it is likely on theoretical grounds that prejudiced teachers may not accord equal status to students of both races in a biracial classroom; may lead discussions of race relations in a biased or perfunctory manner; or may convey in other ways, the acceptability of prejudiced behavior and attitudes (Serow and Soloman, 1979).

While it may be that less prejudiced teachers generally produce less prejudiced students, how do we get less prejudiced teachers? It cannot be done by ordering it. It might be done by testing for racial attitudes when teachers are hired, given tenure or promoted, but testing for political and social beliefs in this one context might open a Pandora's box that many of us will regret in other contexts. While one might well accept evidence of racial bias as grounds for not hiring a teacher, psychometric tests for assessing such bias are not sufficiently foolproof that they could stand serious challenge in the courtroom.

C. Teacher's Perceptions of Students

Teachers must believe that all students can learn and achieve and must demonstrate that they have high expectations of all students. Desegregation research clearly shows that there is a positive correlation between teacher prejudice and student performance. When teachers are prejudice against one racial group, student performance falls. Likewise, there is a positive correlation between teacher prejudice and student prejudice. When teachers manifest prejudice, students manifest prejudice. Teachers must avoid discriminatory behavior and monitor/eradicate it where and when it exists in the classroom. They must also alter student behavior and manage classrooms to avoid behavior that discourages good race relations, and draft/administer rules of conduct which are fair and nondiscriminatory.

Civil rights advocates have placed considerable emphasis on the desirability of a multiracial faculty in desegregated schools. While there are many reasonable arguments for this action, the research on desegregation is limited and inconclusive about the effects of a teacher's race or the racial mix of a faculty on race relations in schools.

(Distribute Handout 2)

(Display Transparency 6)

Effective desegregated schools, are most likely to improve race relations, increase self-esteem, and improve life chances when they manifest certain characteristics.

1. Desegregate students early, in kindergarten if possible.

If there is one thing about desegregation that can be said with certainty, it is that the younger the student is when first desegregated, the better the outcome. Paradoxically, parents often fear most for their youngest children and resist plans to desegregate primary grades. Thus, we have desegregated many school systems first and, in some cases, only at the junior high and high school levels where the difficulty of achieving effective desegregation is greatest. It is reasonable to expect desegregation to pose the greatest problems at the secondary level.

2. Encourage substantial interaction among races both in academic settings and in extra-curricular activities.

There is simply no better way to improve race relations than to increase interracial contact. Such contact is not the automatic result of desegregation and requires careful structuring and encouragement by teachers and administrators. Moreover, such contact is most effective when students of different races are placed in cooperative, interdependent, and mutually supportive situations. Several strategies have been developed to foster such interaction. These strategies not only improve race relations, they often enhance achievement. These strategies are not financially costly and they are not difficult to learn.

(Display Transparency 7)

3. Avoid academic competition, rigid tracking, and ability grouping that draws attention to individual and group achievement differences.

Students should be encouraged to compete with goals rather than each other. Evidence on the effects of inflexible "ability grouping" suggests that it is most harmful to younger children. School practices which draw attention to racial differences in performance will probably retard race relations and undermine the self-esteem of low achievers. This does not mean that when achievement is correlated with race, ability grouping should never be used but, rather, that is should be limited to those special cases where it is educationally necessary. Student movement among groups should be possible and should be determined largely by objective criteria. If ability grouping is used in certain classes, special efforts should be made to provide for interracial contact in other settings, e.g., other classes and extracurricular activities.

4. Organize so that schools and classrooms have a "critical mass" of each racial group being desegregated.

When children of any race find themselves in a distinct minority, they may withdraw or be excluded so that little racial contact occurs. Moreover, if the minority has special needs, teachers and faculty may not be responsive to those special needs. The number of students necessary to create this "critical mass" is unknown but it probably is between 10-20 percent depending on the needs and backgrounds of the numerical minority and the predisposition of the dominant racial group and the school staff to interact across racial lines. This proposition has important implications for pupil assignment plans and raise questions about the difficulty of achieving the potential benefits of desegregation through interdistrict and other voluntary plans that involve small numbers of children being moved to predominantly one-race schools.

5. Decrease the number of students with whom a given teacher has contact.

Two ways to do this are to have smaller schools and schools within schools. Another is to avoid overspecializing teacher and administrator roles so that teachers also act as counselors and outreach workers. The basic idea is to create a more personal sense of community within schools making it easier to identify and enforce common values, develop friendships, and decrease the uncertainty with which students and teachers must deal. These conditions will probably foster learning, assist in breaking down stereotypes, reduce anxiety, and facilitate the maintenance of a positive sense of order and continuity.

6. Develop rules and procedures for governing schools that are clear, fair and consistent and administer them with persistence and equity.

This admonition, like almost all others here, applies to all schools, But in desegregating schools there is uncertainty inherent in adapting to new situations and an increase in the variety of the values and behaviors that must be reconciled and adapted to. This requires good government and the elimination of disruptions that threaten effective learning and a sense of personal security. This does not mean that a heavy-handed police state is desirable. On the contrary, desegregated schools must be democratic environments where rights are protected and due process is assured. The development of a positive environment in desegregating schools must ultimately rest on a sense among students, and between students and teachers, that the school is a community of shared goals in which mutual respect and support is expected and rewarded.

7. Maintain a relatively stable student body over time.

One aspect of school desegregation that poses problems for achieving most desegregation goals is the fact that it requires many students to adjust to unfamiliar environments. The more often students are moved, the more difficult it will be to make desegregation effective. Some school systems have designed plans which require excessive movement for individual children in order to mollify parents about busing. Other systems have adopted strict racial balance requirements that necessitate the frequent redrawing of pupil assignment plans. There are a number of reasons why frequent movement may be necessary but the basis should be, once racial isolation is ended, toward stability of student-student and student-teacher relationships.

(Display Transparency 8)

8. Recruit and retain a racially diverse staff of teachers who are unprejudiced and supportive, and insist on high performance and racial equality.

What teachers do in classrooms is the single most important determinant of effective education. Teachers who are racially biased cannot be good teachers of the children against whom they are prejudiced. Few school system have strategies for detecting teacher bias or identifying and regarding positive

teacher behaviors that foster desegregation. Moreover, efforts to deal with teacher bias, where they do exist, usually are limited to teacher workshops on "cross cultural differences" and similar efforts to sensitize teachers to the need for better "human relations" attitudes. It is more effective to focus training efforts on teacher behavior rather than attitudes and to demonstrate to teachers how they can structure classrooms, provide evaluation and feedback, and deal with discipline so as to improve race relations and their effectiveness as teachers.

9. Recruit or retrain principals and other administrators who are supportive of desegregation and exert leadership to that effect.

All students of desegregation agree that principals play a key role in the effectiveness of desegregated schools. Few school systems, however, provide much desegregation related training to principals or other administrators and the topic of desegregation gets little attention in most college and university educational administration training programs. Among the things administrators can do is to foster cooperation within a multi-racial teaching staff and ensure that teachers of different races share positions of status and power within the school.

10. Develop on-going programs of staff development that emphasize the problems relating to successful desegregation.

A continuing staff development effort focused on desegregation is important and should be designed and, when possible, conducted by teachers and principals themselves. Too often, staff development is planned and determined in the central office and is seen as a two-day-a-year enterprise orchestrated by outside consultants. Such programs are probably a waste of time and money. Because of the importance of teacher commitment to the desegregation process, it is critical that they be involved in planning for and evaluating desegregation. Few school systems have involved teachers in a meaningful way in the design of such strategies and practices.

11. Involve parents at the classroom level in actual instructional and/or learning activities.

School desegregation often increases the discontinuity between home and school environments for some children while it makes it more difficult for some parents to participate in school activities. Community-wide parent advisory committees are no answer to these problems. Parent committees at the school level, while potentially useful, seem insufficient. Involving parents in the education of their own children so that the responsibility for defining and meeting needs is shared by home and school seems to hold the greatest promise of increasing the effectiveness of desegregated schools. This will require active out-reach efforts by the school and especially by teachers whose time would be well spent in such activities as visiting homes and/or holding parent-teacher conferences in neighborhood facilities such as churches.

This objective has established a context for examining race relations in the desegregated setting. Objective 2 will deal with terminology used in race relations.

Source:

Bennett, Christine I. Comprehensive Multicultural Education. Boston, MA: Allyn and Bacon, Inc., 1986.

Hawley, Willie D. Increasing the Effectiveness of School Desegregation: Lessons from the Research Center for Education Policy, Duke University, July 1980.

Break (15 minutes)

Objective 2: Participants will become familiar with important race relations terms in a desegregated setting.

Time: 30 minutes

Materials:

Handouts:

3. Desegregation Terminology Sheet.
4. Desegregation Terminology Activity Sheet.

(Distribute Handout 3)

It is important that our understanding is clear and in agreement on terms which are important to race relations in the desegregation process. This activity is designed to help you to learn certain definitions and to help you to identify specific examples of the terms in the desegregated school setting.

Have a volunteer read the definition of a term. Below are comments that may be used to clarify the term. Comments from the participants may also be permitted.

1. **Assimilation:** Many times minority students get the message that in order to be successful and to make in the receiving school (that school into which minority students move) they must give up everything that they were and knew in their former school. This may create alienation and a feeling or reaction of defensiveness as well as resistance to change.

2. **Culture:** Every student comes with certain beliefs, values and ways of relating to the environment. While every school has a culture of its own, it is important in the desegregated setting that the receiving school culture is sensitive, open, and receptive to the school cultures which are new and different. The receiving school culture must not set itself up as the only "right way."

3. **Discrimination:** Every act of discrimination is not negative. Choices and selections must be made in any social order. In the desegregated setting, one must ensure that the choices and selections which are made work fairly and equitable for all students.

4. **Ethnic Group:** Although one's ethnicity or ethnic difference should not be a basis for discrimination, very often differences on the basis of race and culture are not tolerated by the dominant culture. This creates low self-esteem, feelings of alienation, isolation, and a sense of powerlessness for the ethnically different group.

5. **Minority Group:** This definition does not refer to numbers, but to social treatment. In terms of race relations, it represents the social treatment of one group toward another.

6. **Pluralism:** The truly effective desegregated setting which fosters strong positive race relations should work toward pluralism as a goal. It is inclusive, not exclusive. It is sensitive to and tolerant of differences. It values the rich potential of cultural, social, and racial differences.

7. **Predilliction:** We all have predilections. These are culturally determined and are natural to the social order. One should not be afraid of, or attempt to deny one's predilections.

8. **Prejudice:** The prejudice of greatest concern is the exaggerated predilection directed against people including their beliefs, practices, values, etc. Prejudice of this kind serves as a basis for discrimination. Gordon Allport describes five levels of prejudice which are:

    1. Name calling - the lowest level (nigger, wetback, gook, honkey, etc.).
    2. Avoidance - staying away from those who are different.
    3. Active discrimination - prejudice in action.
    4. Violence - vandalizing the property or possessions of those who are different, or causing those who are different physical or psychological harm.
    5. Killing - genocide as with the Jews in Nazi Germany, or lynching as with Blacks in the United States.

9. **Race:** It is an artificial division that serves only to scientifically divide humankind. Race has not been scientifically proven to be the basis for determining the inferiority or superiority of one racial group over another.

10. **Racism:** Every act of racism is an act of discrimination although every act of discrimination is not an act of racism. People can discriminate because of age, physical condition, class, economic circumstance, gender, etc.

11. **Scapegoating:** Scapegoating is an act justified upon the premise that the victim deserves to be blamed and is guilty because of who he/she is racially and ethnically. (i.e. We Americans can't get good jobs because illegal aliens sneak across the border and work for lower wages. Let's get those wetbacks and deport them!)

12. **Sociotype:** Instead of talking about whole groups of people one generally speaks of Houston urban blacks on the east side of town, or middle class suburban blacks on the upper west side, or middle class students in Little Rock, rather than all blacks. Sociotypes readily accept and allow for differences and variances.

13. **Stereotype:** Stereotypes tend to ignore, or not accept differences among individuals who are identified as a part of the group. (i.e., All Blacks have rhythm. All Mexicans are lazy. All Italians are associated with the Mafia.)

14. **Suppression:** In the desegregated setting, this phenomenon creates a "we/they" mentality. (i.e., Everything "they" do is bad and should be controlled, checked, monitored and eradicated where possible.)

Once you have commented on the terms and allowed time for brief questions and answers, divide the participants and assign a specific number of words to a group.

(Distribute Handout 4)

Have the small groups complete their tasks. Caution the groups that item #3 may or may not apply. It will depend upon the terms they are assigned. A personal example of the term is one in which an individual or a group of individuals act on a personal level. An institutional example is one in which a system acts to affect individuals or groups.

Allow the groups to present and discuss their examples. Be sure the examples are clearly and accurately in line with the definitions presented.

Objective 3: Participants will analyze examples for racism or other forms of discrimination.

Time: 30 minutes

Materials:

Transparency:
9. Racism Can Be:

Handout:
5. Is it Racism or Not?
6. Task Sheet

Process:

(Display Transparency 9)

There are six major types of racism:

overt	- out in the open
covert	- hidden and subtle
personal	- an individual act or individual acts with or without the sanction of law
institutional	- systems or organizational practices with or without the sanction of law
intentional	- deliberate discrimination
unintentional	- without deliberate intent to discriminate.

(Distribute Handout 5.)

Allow the participants to work individually for five minutes to respond to the eighteen statements. Their task is be to check the statement if they feel it is an example of racism.

Assign the participants to small groups. Have them compare their responses to other group members and discuss the items on which they differ.

(Distribute Handout 6)

Within the small groups, have the participants decide whether the racist statements are examples of <u>personal</u> racism or <u>institutional</u> racism.

Answers are provided in the following section. An explanation for each statement is provided in italics. The letters in parenthesis are the answers for Handout 6, Activity a.

Answer Sheet for the Presenter

Is It Racism or Not?

1. _____ "A Black family moved into our neighborhood this week."

The statement itself, is not racist, although some people make the statement with the intent to act racistly.

2. _____ The principal interviewed two equally outstanding candidates, one Black and the other Latino. She selected the Black teacher because her school had several Latino teachers but no Black teachers.

The example is not racist. It is an act of discriminatory selection which is necessary to correct past practices of exclusion. The intent of affirmative action is to correct past injustices in employment practices by specifically identifying qualified minorities for job selection, placement and upward mobility, and to create balanced racial representation at all levels of an organization's operation.

(I) 3. _____ In 1882, immigration laws excluded the Chinese, and the Japanese were excluded in 1908.

The example is one of institutional racism.

(I) 4. _____ During the 1960's civil rights movement, Mrs. Viola Liuzzo, a White civil rights worker from Michigan, was shot by White southern segregationists.

The example is one of institutional racism. Individuals acted under the sanction of segregationist law to kill a woman whom they felt was violating the law.

(I) 5. _____ Between 1892 and 1921, nearly 2,400 Black Americans were lynched by vigilante mobs who were never brought to justice.

The example is one of institutional racism.

Answer Sheet for the Presenter

6. _____ "The best basketball players on our team this year are Black."

The example is not one of racism, although some people may use such statements as a basis for discrimination.

(P) 7. _____ The band director discouraged Black students from playing the flute or piccolo because he believed it was too difficult for them to excel on these instruments.

The example is one of personal racism.

(P) 8. _____ When Mrs. Wallace, a Black woman from Detroit, visited a predominantly White university in northern Michigan to see her son play basketball, she was seriously injured in a car accident. She refused a blood transfusion because she was afraid of being contaminated by White blood.

The example is personally racist.

(P) 9. _____ When Stacey Russell, a Black undergraduate, went through rush, the girls of an all-White sorority decided not to pledge her because several members threatened to move out.

The example is an example of personal racism.

(P) 10 _____ The geography textbook described the peoples of Nigeria as primitive and underdeveloped.

The example is institutionally racist. It establishes a possible basis for one "superior" group to treat another "inferior group" (primitive and underdeveloped) in a paternalistic, non self-determining way. Textbook publishers have very often described minority groups in derogatory ways.

Answer Sheet for the Presenter

(I) 11 _____ The children who attended an elementary school in southwest Texas spoke only Spanish at home. When they came to school all the books and intelligence tests were in English. Nearly all of the children were placed in remedial classes or in classes for the mentally retarded.

The example is institutionally racist. Children were discriminated against because they did not speak English.

(I) 12. _____ Mr. Jones said, "It is true that Indians who still live on reservations live in extreme poverty. But this is because they refuse to give up their traditions and a culture which is obsolete in the modern world."

The example is personally racist. The implication is that reservation Indians are poor because they refuse to give up their way of life.

(I) 13. _____ The U.S. Constitution defined slaves as three-fifths of a man.

The example is institutionally racist.

14. _____ The reporter wrote that "Toni Morrison is a brilliant writer who accurately portrays much of the Black experience in America."

The example is not racist.

15. _____ When John brought home a new friend, his father was shocked and angry. Peter, the new friend, was of Japanese origin and John's father had been seriously wounded by the Japanese in World War II. John's father refused to allow Peter to visit again.

The example, although one of personal discrimination, is not racist in itself. Xenophobia, the fear, dislike and exclusion of outsiders can exist for many reason in addition to race. This example is personally racist <u>only</u> if you assume that John and his father are other than of Asian origin.

Answer Sheet for the Presenter

(I) 16. _____ In 1896 the Supreme Court ruled that separate facilities for the races were legal as long as they were equal. This resulted in separate schools, churches, restaurants, restrooms, swimming pools, theaters, doctors' offices, neighborhoods, Bibles used in court, etc.

The example is institutionally racist.

(P) 17. _____ Mary Adams wanted to find a place in the school cafeteria. The only vacant chair was at a table seating five Black girls. Mary, who is White, was afraid to join them.

The example is personally racist. Mary's assumption is that tBlack people will do her harm. Her fear is based upon the stereotypes such as,"Black people hate White people, and will do them harm.

(I) 18. _____ In California today, approximately 10 percent of the population is Black, while 41 percent of those in prison are Black. Blacks generally have more financial difficulty than Whites in hiring a lawyer and plea bargaining.

The example is institutionally racist. The institutional practices which keep minorities poor in America causes them to be victimized by legal systems. Justice is not blind where minorities and poor people are concerned.

I = Institutional

P = Personal

Objective 4: Participants will apply a process for dispelling rumors and myths which affect good race relations in the desegregated setting.

Time: 25 minutes

Materials:

Handout 7. Exploding the Myths

In a desegregated setting very often the school climate may be negatively affected by misinformation, rumors, myths and other fallacious or erroneous thinking. Research shows that at least four conditions must constantly be addressed to ensure that positive opportunities for intergroup contact. These conditions are:

1. Equal Status - Minority students feel empowered to make decisions over their lives in school. Their decision-making, their responsibility and their sense of personal control are actively solicited.

2. Knowledge/Acquaintance - Minority students feel accepted and respected because attention is paid to their inclusion in all facets of school life including the curriculum and co-curricular activities.

3. Common Goal - Minority students are given opportunities to participate in goal setting that serves the general interest of the school and helps the school improve for everyone. Additionally, competition between racial groups is minimized because students are working cooperatively on issues that are common to everyone and from which everyone can benefit.

4. Institutional Support - The school works to ensure that every student, irrespective of race, is given the opportunity to achieve and excel. Every student senses that his/her needs are met in a way that is commensurate with the needs.

(Distribute Handout 7.)

Use the chart, Conditions of Positive Group Contact, on Handout 6 to show which school practices support each of the four conditions.

After this brief presentation, divide the participants into small groups. Let each group identify 2 or 3 myths that they are aware of which negatively effect positive intergroup contact. Use the Myth Identification Reality Gauging Answer (M.I.R.G.A.) Process chart. Direct them to dispel the misinformation by showing what current school practices exist to support the four conditions of positive intergroup contact.

If no such school practices exist, the group should identify practices which they feel would set the record straight and dispel the myth.

After 10 minutes allow the groups to report their findings. Allow for discussion and reaction as time permits.

Wrap up the activity by reminding the participants that myths, rumors, and misconceptions arise more easily in an environment of uncertainty or nonsupport. School personnel must constantly ensure that positive school practices are evident to and are benefitting everyone if effective intergroup contact is to be maintained and improved.

Post-test: (optional)

Time: 5 minutes

Materials:

Post-test

Administer the post-test and clarify any misunderstanding the participants may have.

Closure:

Time: 5 minutes

Review the objectives for the session and remind the participants of how each was accomplished.

Solicit any questions and respond to them as necessary.

Evaluation:

Time: 5 minutes

Distribute the evaluation forms and have the participants complete them.

R A C E

Race is an anthropological concept used to divide humankind into categories based on physical characteristics.

- **Negroid**
- **Caucasoid**
- **Mongoloid**
- **Malayan**
- **American Indian**

-- J.F. Blumenback, n.d.

R A C I S M

Racism is the belief that one's own race is superior to another.

Source:

Bennett, Christine. Comprehensive Multicultural Education. Boston, MA: Allyn and Bacon, Inc., 1986.

ETHNIC GROUP

An ethnic group is defined as a group of people within a larger society that is socially distinguished or set apart, by others and/or by itself, primarily on the basis of racial and/or cultural characteristics.

-- Milton Gordon, 1966

MINORITY GROUP

A minority group is a group of people who, because of their physical or cultural characteristics, are singled out from others in the society in which they live for defferential and unequal treatment and who therefore regard themselves as objects of collective discrimination.

-- Louis Wirth, 1945.

Source:

Bennett, Christine I. Comprehensive Multicultural Edcuation. Boston, MA: Allyn and Bacon, Inc., 1986.

GOALS OF DESEGREGATION

1. To end or substantially reduce racial isolation in schools;

2. To increase racial understanding and respect through a willingness to interact together among children and adults of all races;

3. To improve academic performance of low achievers; and

4. To increase social equality for minorities through access to quality education which leads to better jobs, and higher incomes.

DESEGREGATION: FOUR POSSIBLE RESPONSES

1. **Business-as-usual:**
   - **Maintains the same academic standards, basic curriculum, and teaching methods;**
   - **Enforces the same behavioral standards; and**
   - **Expects new students to adjust to traditional practices.**

2. **Assimilation:**
   - **Expects students to give up their culture;**
   - **Attempts to remold minority students into white students; and**
   - **Models the values of the dominant society.**

3. Pluralistic Coexistence:

- **Permits minority groups to coexist within the school environment with little or no interaction.**

4. Integrated Pluralism:

- **Recognizes the diversity of racial/ethnic/minority groups;**
- **Affirms equal value of groups;**
- **Encourages participation by all groups;**
- **Acknowledges the contributions of all groups;**
- **Exposes all students to diverse perspectives; and**
- **Fosters interaction between different groups.**

Source:

Bennet, Christine I. Comprehensive Multicultural Education. Boston, MA; Allyn and Bacon, Inc., 1986.

Factors That Influence Race Relations In Desegregated Schools

1. Student Characteristics
   - A. Racial Composition
   - B. Special Class Composition
   - C. Gender of Students
   - D. Age of Students

2. Tracking and Ability Grouping

3. Instructional Practices and Materials

4. Nonacademic Interaction

5. Roles of Principals and Teachers
   - A. Principal's Commitment and Leadership Role
   - B. Teacher's Behavior Toward Students
   - C. Teacher's Perception of Students

-- Hawley, 1980.

KEY CHARACTERISTICS OF EFFECTIVE DESEGREGATED SCHOOLS

Desegregated schools seem most likely to:

- **improve race relations**
- **increase self esteem**
- **improve life chances**

If they have those characteristics that foster school effectiveness, and if they:

1. **Desegregate students early (Kindergarten, if possible).**

2. **Encourage substantial interaction among students in academic and extracurricular activities.**

--Hawley, 1980

3. **Avoid academic competition, rigid tracking, and ability grouping that draws attention to achievement differences.**

4. **Organize schools and classrooms so that there is a critical mass maintained of each racial group being**

5. **Decrease the number of students with whom a given teacher has contact.**

6. **Develop rules & procedures for governing schools that are clear, fair and consistent, then administer them with persistence and equity.**

7. **Maintain a relatively stable student body over time.**

--Hawley, 1980

8. **Recruit & retain a racially diverse staff of teachers who are unprejudiced, supportive, and insistent on high performance and racial equality.**

9. **Recruit & retain principals and administrators who support desegregation and exert leadership to that effect.**

10. **Develop on-going programs of staff development that emphasize problem solving related to successful desegregation.**

11. **Involve parents at the classroom level in actual instructional and/or learning activities.**

-- Hawley, 1980

RACISM CAN BE:

OVERT --
out in the open

COVERT --
hidden and subtle

PERSONAL --
an individual act or individual acts with or without the sanction of law

INSTITUTIONAL --
systems or organizational practices with or without the sanction of law

INTENTIONAL --
deliberate discrimination

UNINTENTIONAL --
without deliberate intent to discriminate

What's In A Word

1. List five words that come to mind when you hear the word "race relations."

2. List five words that come to mind when you hear the term "desegregation."

3. Pick any three of the words you have listed.
   Define each.

4. Give an example of each term you have selected.

Training Module IX: RD
Handout 2

FACTORS THAT INFLUENCE RACE RELATIONS IN DESEGREGATED SCHOOLS

STUDENT CHARACTERISTICS
1. Racial composition - critical mass
2. Social class composition - heterogeneous with equal treatment
3. Gender of students
4. Age of students

TRACKING AND ABILITY GROUPING
1. Flexible ability grouping - movement among people to maintain interracial contact
2. Avoid fixed grouping
3. Avoid de facto segregation in desegregated schools

INSTRUCTIONAL MATERIALS AND PRACTICES
1. Have the expectation that all students will achieve
2. Establish human relations programs as a part of a larger effort to increase interracial contact and to foster perception of equal status and interdependences
3. Cooperative learning

NONACADEMIC INTERACTION
1. Foster opportunities for interracial contact outside classrooms (sports, clubs, informal play period, lunch rooms, etc.)

TEACHER ATTITUDE AND BEHAVIOR
Principals must:
1. Say desegregation and improved race relations are important
2. Support teachers in their efforts to alter student behavior, manage their classrooms, and avoid practices that discourage good race relations
3. Draft and fairly administer rules of conduct for staff and students

Teachers must:
1. Realize there is a positive correlation between teacher prejudice and student prejudices
2. Avoid discriminatory behavior, monitor and eradicate it in all school related activities

Source:

Hawley, Willie D. Increasing the Effectiveness of School Desegregation: Lessons from the Research Center for Education Policy, Duke University, July 1980.

DESEGREGATION TERMINOLOGY

1. **Assimilation** - a process in which persons of diverse ethnic and racial backgrounds come to interact, free of constraints, in the life of the larger community. It is a one-way process, through which members give up their original culture and are absorbed into the host culture.

2. **Culture** - the learned, shared, and transmitted social activities of a group that satisfies all basic needs for survival.

3. **Discrimination** - an act of exclusion prompted by prejudice. It is prejudice in action.

4. **Ethnic group** - a group of people within a larger society that is socially distinguished or set apart, by others and/or by itself, primarily on the basis of race and/or cultural characteristics.

5. **Minority group** - a group of people who, because of their physical or cultural characteristics, are singled out from others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination.

6. **Pluralism** - a process of compromise characterized by mutual appreciation and respect between two or more ethnic groups, such that members of different groups are permitted to maintain their cultural ways, as long as they conform to those practices deemed necessary for the survival of the society as a whole.

7. **Predilection** - the preference of an individual of one culture, skin color, or language as opposed to another.

8. **Prejudice** - a rigid, inflexible, exaggerated predilection. An attitude in a closed mind.

9. **Race** - an anthropological concept used to divide humankind into categories based upon color of skin, and other physical characteristics.

10. **Racism** - the belief that one's own race is superior to another. This belief is based on the erroneous assumption that physical attributes determine the social behavior and intelligence of a group. Ultimately, the racist believes that the inferiority of others is a basis for inferior social treatment. Racism exists on a personal and institutional level. It is both covert and overt. It is intentional and unintentional.

11. **Scapegoating** - full fledged discrimination in action. It is unleashed aggression in word and deed.

12. **Sociotype** - accurate characterizations of social groups. These descriptions tend to be narrower categories and more specific than stereotypes.

13. **Stereotype** - a mental category that is based upon exaggerated and inaccurate generalization about a group of people that tend to be unfavorable.

14. **Suppression** - a process where one culture is kept in check because it is viewed as inferior.

Training Module IX: RD
Handout 4

Desegregation Terminology
Activity Sheet

1. List and review the words assigned to your group.

2. A personal example of a term is one in which an individual or group acts on a personal level. Give a personal example of each word.

3. An institutional example of a term is one in which a system acts to affect indivudals or groups. Give an institutional example of each word.

Training Module IX: RD
Handout 5

Is It Racism or Not?

Check the following quotations or descriptive statements that are examples of racism?

1. _____ "A Black family moved into our neighborhood this week."
2. _____ The principal interviewed two equally outstanding candidates, one Black and the other Latino. She selected the Black teacher because her school had several Latino teachers but no Black teachers.
3. _____ In 1882, immigration laws excluded the Chinese, and the Japanese were excluded in 1908.
4. _____ During the 1960s civil rights movement, Mrs. Viola Liuzzo, a White civil rights worker from Michigan, was shot by White southern segregationists.
5. _____ Between 1892 and 1921, nearly 2,400 Black Americans were lynched by vigilante mobs who were never brought to justice.
6. _____ "The best basketball players on our team this year are Black."
7. _____ The band director discouraged Black students from playing the flute or piccolo because he believed it was too difficult for them to excel on these instruments.
8. _____ When Mrs. Wallace, a Black woman from Detroit, visited a predominantly White university in northern Michigan to see her son play basketball, she was seriously injured in a car accident. She refused a blood transfusion because she was afraid of being contaminated by White blood.
9. _____ When Stacy Russell, A Black undergraduate, went through rush, the girls of an all-White sorority decided not to pledge her because several members threaten to move out.
10. _____ The geography textbook described the peoples of Nigeria as primitive and underdeveloped.
11. _____ The children who attended an elementary school in southwest Texas spoke only Spanish at home. When they came to school all the books and intelligence tests were in English. Nearly all of the children were placed in remedial classes or in classes for the mentally retarded.
12. _____ Mr. Jones said, "It is true that Indians who still live on reservations live in extreme poverty. But this is because they refuse to give up their tradition and a culture which is obsolete in the modern world."
13. _____ The U.S. Constitution defined slaves as three-fifths of a man.
14. _____ The reporter wrote that "Toni Morrison is a brilliant writer who accurately portrays much of the Black experience in America."
15. _____ When John brought home a new friend, his father was shocked and angry. Peter, the new friend, was of Japanese origin and John's father had been seriously wounded by the Japanese in World War II. John's father refused to allow Peter to visit again.
16. _____ In 1896, the Supreme Court ruled that separate facilities for the races were legal as long as they were equal. This resulted in separate schools, churches, restaurants, restrooms, swimming pools, theaters, doctors' offices, neighborhoods, Bibles used in court, etc.
17. _____ Mary Adams wanted to find a place in the school cafeteria. The only vacant chair was at a table seating five Black girls. Mary, who is White was afraid to join them.
18. _____ In California today, approximately 20 percent of the population is Black, while 41 percent of those in prison are Black. Blacks generally have more financial difficulty than Whites in hiring a lawyer and plea bargaining.

Source:

Bennett, Christine I. Comprehensive Multicultural Education. Boston, MA: Allyn and Bacon, Inc., 1986.

1a. In small groups, agree upon which of the previous statements are examples of personal or institutional racism. List the number in the appropriate column below.

PERSONAL RACISM | INSTITUTIONAL RACISM

2b. List examples of personal and institutional racism that you are aware of in your community:

Personal racism:

_____
_____
_____
_____

Institutional racism:

_____
_____
_____
_____

Adapted from -
Bennett, Christine I. Comprehensive Multicultural Education. Boston, MA: Allyn and Bacon, Inc., 1986.

Training Module IX: RD
Handout 7

EXPLODING THE MYTHS

A recent study conducted by Garlie Forehand and Marjorie Rogosta focused on school characteristics of effective desegregated schools. The researchers defined effectiveness in terms of student achievement and race relations. Data were collected from tests, questionnaires, and interviews in nearly 200 schools. All the schools were racially mixed and represented a wide range of socioeconomic, demographic, and geographic conditions.

The results identified school conditions under which benefits in integrated education were maximized in a wide variety of settings, sometimes even where large socioeconomic differences existed within the student population. The researchers have presented a number of practices that characterize effective desegregated schools. The chart below presents an overview of these findings, and shows their relationship with the conditions of positive intergroup contact.

Strategies for School Integration: Summary of Research Findings

CONDITIONS OF POSITIVE INTERGROUP CONTACT

SCHOOL PRACTICE	EQUAL STATUS	KNOWLEDGE/ ACQUAINTANCE	COMMON GOAL	INSTITUTIONAL SUPPORT
Multiethnic curriculum	X	X		X
Extracurricular activities scheduled during school day	X	X	X	X
Open discussion of race and racial issues in classroom		X		X
Biracial work and play teams among students	X	X	X	X
Biracial seating patterns		X		X
Rules and Discipline:equal punishment for equal offense	X			X
Equitable rules. (if punishment for the infraction of a rule appears to be associated with race, determine whether the rule is equitable.)	X			X
Academic achievement and good race relations established as explicit goals				X
Biracial staffing that reflects school's racial composition	X	X	X	X
Biracial staffing in high status positions		X		
Student-focused human relations activities	X	X	X	X
Class and program assignments that do not result in racially identifiable groups	X	X		X
Individualized instruction that rewards improvement as well as academic absolutes	X			X

Source:
Forehand, Garlie and Rogosta, Marjorie. Handbook for Integrated Schooling. n.d.

As a staff member, you must constantly be aware of the myths, misunderstandings, idle talk, and attempts to undermine the district's desegregation effort. On the previous page, the researchers identified several school practices which help to increase the likelihood of positive intergroup contact. Where these practices are not evident, rumors, myths, and misconceptions arise.

YOUR TASK:

1. Identify myths, misperceptions, and fallacies people hold about the district's desegregation effort.

2. Determine what, if anything, is founded or based in reality concerning the myth.

3. Present evidences of school practices which you feel dispel the myth or fallacious thinking.

M.I.R.G.A. PROCESS

Myth Indentification	Reality Gauging	Answer from the district

Race Desegregation - Gender Equity - National Origin Desegregation

TECHNICAL ASSISTANCE AND TRAINING MODULES

ORDER FORM

Technical Assistance Modules	**Unit cost**	**# of copies**	**Total**
Federal Statutes and Directives Regarding National Origin Students	$7.50	_____	_____
Federal Statutes and Directives Regarding Title IX Compliance	$7.50	_____	_____
Civil Rights Compliance: An Update	$7.50	_____	_____
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VII Equity in Counseling and Advising Students: Keeping Options Open	$7.50	_____	_____
VIII Interpersonal Communications: A Human Relations Practicum	$7.50	_____	_____
IX It's a Matter of Race: Race Relations in the Desegregated Setting	$7.50	_____	_____
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Race Desegregation -- Gender Equity -- National Origin Desegregation

TECHNICAL ASSISTANCE MODULES

Federal Satutes and Directives Regarding National Origin Students will familiarize participants with the legal aspects of providing services to limited English proficient (LEP) students.

Federal Statutes and Directives Regarding Title IX Compliance will familiarize participants with the legal aspects of sex discrimination under Title IX compliance. pp 46

Civil Rights Compliance: An Update will familiarize participants with the legal intent, the procedural requirements, and the employment practice requirements contained in Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. pp 65

TRAINING MODULES

I ***First and Second Language Acquisition Processes*** will familiarize participants with the processes a non-English-speaking student goes through as he/she acquires English as a second language. pp 43

II ***Integrating the ESL Student into the Content Area Classroom*** will familiarize participants with classroom management theory and strategies that integrate the ESL student successfully into the content area classroom. pp 46

III ***Recognizing Cultural Differences in the Classroom*** will familiarize participants with cultural elements that some national origin minority populations may bring to the school environment. pp. 45

IV ***Sex Stereotyping and Bias: Their Origin and Effects*** will assist participants in identifying sources and effects of sex stereotyping and bias, in the classroom setting and in society as a whole. pp 52

V ***Modeling Equitable Behavior in the Classroom*** will assist participants in identifying and practicing classroom behaviors and language patterns that are free of gender stereotyping and bias. pp 53

VI ***Avoiding Sex Bias in Counseling*** will allow counselors the opportunity to review concepts and strategies that can be used to provide students with sex-fair guidance.

VII ***Equity in Counseling and Advising Students: Keeping Options Open*** will provide participants with cross-cultural counseling practices that can be used when working with culturally diverse populations. pp 45

VIII ***Interpersonal Communications: A Human Relations Practicum*** will provide participants with information on the skills which establish foundations for effective interpersonal communication. pp. 65

IX ***It's A Matter of Race: Race Relations in the Desegregated Setting*** will familiarize the participants with key issues regarding interpersonal race relationships in the desegregated setting, and offers suggestions on how to handle these relationships effectively. pp. 49

This module is one of a twelve-part series.
Each title is available at a cost of $7.50.
The entire series is available at a cost of $75.00.

The series consists of:

Technical Assistance Modules

Federal Statutes and Directives Regarding National Origin Students

Federal Statutes and Directives Regarding Title IX Compliance

Civil Rights Compliance: An Update

Training Modules

I First and Second Language Acquisition Processes
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III Recognizing Cultural Differences in the Classroom
IV Sex Stereotyping and Bias: Their Origin and Effects
V Modeling Equitable Behavior in the Classroom
VI Avoiding Sex Bias in Counseling
VII Equity in Counseling and Advising Students: Keeping Options Open
VIII Interpersonal Communications: A Human Relations Practicum
IX It's a Matter of Race: Race Relations in the Desegregated Setting

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